

Next Generation Task Force Voting Results

Major Themes Emerging:

1. Assessments must have relevance to teachers and instruction; test data must be useful to teachers.
2. Increase teacher involvement in test development process and provide plenty of professional development around assessment.
3. Assessment should allow multiple opportunities for students to test, possibly taking advantage of computer-adaptive testing, or online test delivery.
4. Assessment strategies should include immediate (formative) feedback to both student and teacher.
5. High school students in particular should be motivated by relevant, engaging assessments that are linked to career/college readiness.

High Priority Votes:

1. Teacher involvement in item writing and scoring/teacher written items; increased teacher input and greater teacher buy-in
2. Relevance to teachers and instruction; clear connection between teaching and assessment; assessment to drive instruction
3. Teachers see relevance and usefulness in the data
4. Multiple opportunities for students to take the test (for AYP)
5. Adaptive testing (highly individualized and relevant/engaging for students); adaptive within grade level
6. Online/Technology capacity; having a flexible online option
7. Immediate Feedback to student and teacher
8. Usability of results for instruction (by teachers and parents); ability to understand data without statistical background; understandable to public; jargon-free
9. Ability to see individual student gain over time; historical scores Gr 1- 8
10. Explore other options beyond a test – other indicators of success
11. College entrance (ACT) and work readiness (Work Keys) for relevance and student motivation
12. Features to increase motivation and relevance; career interest specifically and higher ed involvement

Secondary Votes

1. Adaptive testing (highly individualized and relevant and engaging for students)
2. Multiple opportunities for students to take the test (for AYP)
3. Flexible online option; multiple means of assessment, especially online, more opportunities for accommodations/adaptations
4. Big focus on teacher PD with test development, benchmark and formative assessment, assessment literacy, assessment protocols; supportive structure for teacher involvement
5. ACT – free and all students take it; policy goal to improve (high profile)
6. Teacher involvement in item writing and scoring/teacher written items; increased teacher input/greater buy-in
7. Features to increase motivation and relevance (career interest specifically)
8. Relevance to teachers and instruction; clear connection between teaching and assessment; assessment to drive instruction
9. Assessment should be instructionally supportive (data relevance)
10. Quick (shorter) turnaround to districts and schools
11. Staff (psychometric) professional development
12. Balanced assessment approach – system allows options